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ABSTRACT

The Personal Learning Planning (PLP) model focuses on the needs and ongoing development of the individual, links career guidance to the learning process, and links learning to work. It identifies ways in which the Careers Service (CS) in Britain can work in partnership with other professionals and provides consistent and continuing support for the individual's career development on a lifelong basis. Individuals need to be encouraged to engage in a regular process of reviewing, recording, and planning in relation to their learning and work throughout their lives with the progress file as the reference point. Foundations for the process should be laid in schools and individuals encouraged to manage the process themselves with access to ongoing support. A key worker should be responsible to provide support, including access to specialist guidance for those who need it. Guidance provision should be available at three levels: core service for all; filtered service for those who need specialist help; and intensive service for those in particular need of ongoing specialist help. CS's role is to secure the agreement of the partner organization/professionals to support the model; offer key worker training and support; and provide core, filtered, and intensive services. (Examples of the model are attached for six target groups within CS's statutory client group: year 9 pupils; key stage 4 pupils; full-time post-16 students; work-based trainees; unemployed young people; and employed young people. A transparency master of the PLP process is provided.) (YLB)

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Personal Learning Planning

A Framework for Lifelong Career Development

Cambridgeshire Careers Guidance

Cambridgeshire Careers Guidance Ltd provides career development services to individuals (of all ages) and to employers in Cambridgeshire. Its aim is to help individuals make informed choices and implement decisions about their career for the benefit of the individual and the economic well-being of the community.

NICEC

The National Institute for Careers Education and Counselling is a network organisation initiated and supported by CRAC. It conducts applied research and development work related to guidance in educational institutions and in work and community settings. Its aim is to develop theory, inform policy and enhance practice through staff development, organisation development, curriculum development, consultancy and research.

CRAC

The Careers Research and Advisory Centre is a registered educational charity and independent development agency founded in 1964. Its education and training programmes, publications and sponsored projects provide links between the worlds of education and employment. CRAC has sponsored NICEC since 1975.

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Cambridgeshire Careers Guidance Ltd has introduced a system of Personal Learning Planning (PLP). The system has initially been developed in schools, but:

- is transferable to other sectors;
- provides a way of reconciling a universal core provision with the Government's wish to focus the Careers Service's provision to those who need it most;
- provides a framework for clarifying the role of the Careers Service in relation to the Government's lifelong learning strategy.

This Briefing outlines the PLP model and its applicability to a variety of target-groups. It has been written by Margaret Clements, Stephanie Luke and David Yates (Cambridgeshire Careers Guidance Ltd.) and by Tony Watts (Director, NICEC).

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THE PLP MODEL

RATIONALE

The PLP model:

- focuses on the needs and ongoing development of the individual;
- links career guidance to the learning process;
- links learning to work;
- identifies ways in which the Careers Service can work in partnership with other professionals, harnessing their complementary expertise in pursuit of common goals;
- provides consistent and continuing support for the individual's career development on a lifelong basis.

KEY FEATURES

Individuals need to be encouraged to engage in a regular process of reviewing, recording and planning in relation to their learning and work throughout their lives. The Progress File, when launched nationally, could become the reference point for this process.

The foundations for the process, and for the development of the skills required, should be laid in schools. Thereafter, individuals should be encouraged to manage the process themselves. They should however continue to have access to ongoing support:

- for those based in education, training and employment, the support should be provided on a systematic basis, linked to negotiating the individual's development and progression within the organisation;
- for the unemployed and socially excluded, support should be provided by the agency in the best position to offer it;
- for the self-employed, and for the unwaged who are voluntarily outside the formal structures of education, training and employment (e.g. carers and senior citizens), support should be available from a variety of agencies if and when they wish to use it.

The provision of this support should be the responsibility of a "key worker". For those in education, training and employment, this is likely to be a tutor or workplace supervisor.

The support should include access to specialist guidance for those who need it. Referrals to such guidance may be made:

- by the key worker;
- by individuals themselves;
- by the specialist guidance workers through their involvement in "core" provision available to all.

Guidance provision should be available at three levels:

- *core* service for all;
- *filtered* service for those who need specialist help;
- *intensive* service for those in particular need of ongoing specialist help.

Filtered provision is likely to be needed when:

- individuals are at key transition points and are unclear, unfocused or unrealistic about their career intentions;
- individuals are demotivated and in need of a new sense of direction;
- individuals wish to consider major changes of direction.

Intensive provision is likely to be needed when:

- individuals are faced with major crises which affect their learning and work;
- individuals are at risk of, or are already experiencing, social exclusion (defined here as exclusion from formal education, training and employment).

The role of the Careers Service is to:

- secure the agreement of the partner organisation/ professionals to support the model;
- offer training and other support for the key worker;
- provide, in collaboration with the key worker, the core service for all;
- provide filtered and intensive services for those who need more specialist help.

There may however be occasions where the Careers Service fills the role of key worker itself (e.g. in relation to some socially-excluded individuals). There may also be occasions where specialist guidance support is offered by others: in such cases, the Careers Service can provide a co-ordinating role.

The model focuses mainly on personal guidance directed at individuals. It needs to be supplemented to take account of other interventions. In schools and colleges, for example, these will include careers education curriculum programmes and work-experience programmes.

The focus of the model is on guidance addressed to progression in learning and in work. For some groups, such issues will be closely intertwined with wider personal and social issues: this is particularly the case with those who are socially excluded or at risk of such exclusion. Links may therefore need to be established with other professionals offering support to individuals in relation to

these issues, eg. youth workers and social workers. It may be desirable in such cases to adopt a team approach, with a "key worker" adopting a more holistic role. This may or may not be the same person as the "key worker" for PLP purposes.

For individuals based in organisations, the role of key worker is likely to be allocated by the organisation. Where appropriate, however, individuals themselves should be involved in deciding who their key worker is to be.

IMPLEMENTATION

Worked examples of the model are attached for six target-groups within the Careers Service's statutory client-group:

- year 9 pupils;
- key stage 4 pupils;
- full-time post-16 students;
- work-based trainees;
- unemployed young people;
- employed young people.

For these groups, the Careers Service has the additional responsibility of tracking the individual's progression – key workers provide a useful resource in collecting this information. The percentages shown for filtered and intensive provision are approximate and will depend on the catchment area.

In addition, the model could be readily applied to other groups:

- For *higher education students*, tutors could be the key workers, with Higher Education Careers Advisory Services offering the specialist guidance service, working with the Careers Service where appropriate.
- For *employed adults*, workplace supervisors/ managers could be the key workers, with HRD departments and/or external consultants (including the Careers Service) offering the specialist guidance service where appropriate.
- For the *self-employed*, there could be access to a range of key workers and specialist guidance services, including employment agencies and TECs.
- For *unemployed adults*, personal employment advisers within the Employment Service could be the key workers, with the Careers Service providing the specialist guidance service where appropriate.
- For *unwaged adults*, there could be access to a range of potential key workers, including voluntary and community organisations, with other organisations (including the Careers Service) providing the specialist guidance service where appropriate.

In some of these cases, the costs of the Careers Service contribution will be paid by individuals; in some, by employers; by the state; in some, by a mixture of these (e.g. through Individual Learning Accounts).

The extent of the "core" provision, and the proportion of individuals addressed by the "filtered" and "intensive" provision, are likely to vary across target-groups and across organisations. They may also be affected by policy changes from time to time (e.g. the Government's current "focusing" agenda): the model provides a framework for considering options for such changes, and their implications.

TRANSPARENCY

This paper has set out the main elements of the model as a tool for strategic planning within Careers Services and their partner organisations. It is however important that a simplified version of the model is communicated to individuals – including, in the case of the statutory client group, both young people and their parents. The model of the PLP process outlined at the end of this Briefing may be helpful in this respect.

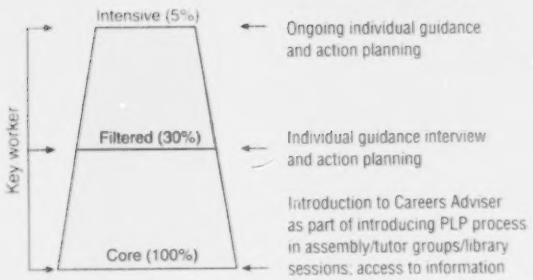
EVALUATION

An evaluation of PLP in schools has been undertaken by a team from Bath University. It shows that individuals who are directly involved in their own learning and personal development through self-assessment, target setting and decision making are likely to be more independent, take personal responsibility for their actions and display increased motivation. The process also enables them to recognise their academic and personal strengths more clearly. Stimulating these personal attributes is key to the achievement of social inclusion and meeting the National Targets for Education and Training.

APPLICATION

YEAR 9

Careers Service input


Intensive (5%)
Ongoing individual guidance and action planning
Key worker
Filtered (30%)
Individual guidance interview and action planning
Introduction to Careers Adviser as part of introducing PLP process in assembly/tutor groups/library sessions; access to information
Core (100%)

Key worker: Tutor (in consultation, where appropriate, with EWO, PRU/student support services, social worker).

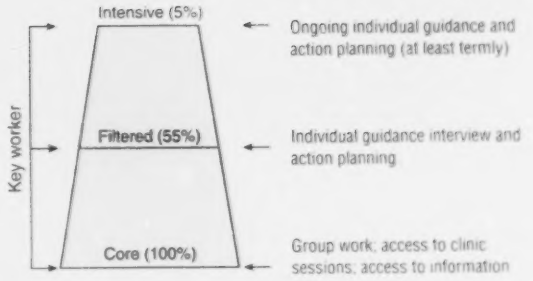
Careers Adviser objectives:

1. Ensure all Year 9 students know who their Careers Adviser is and understand his/her role.
2. Ensure all Year 9 tutors know who the school Careers Adviser(s) is and understand his/her role.
3. Ensure referral system is embedded:
   - tutors understand when and how to refer to the Careers Adviser;
   - referral process is written into partnership agreement;
   - understanding when and how to use referral is an objective for tutor INSET;
   - communications between tutors and Careers Adviser is an agenda item on Year 9 team meeting.
4. Assist PLP Development Officer/PLP Co-ordinator at PLP assemblies.
5. Assist PLP Development Officer to deliver PLP tutor training.
6. Provide individual guidance interview to those who need it.
7. Follow up and provide feedback to key workers.

Group-work in Year 9 is not a requirement but can be done by Careers Adviser to meet objectives if built into CEG programme and delivered together with appropriate member of school staff.

KEY STAGE 4

Careers Service input


Intensive (5%)
Ongoing individual guidance and action planning (at least termly)
Key worker
Filtered (55%)
Individual guidance interview and action planning
Core (100%)
Group work; access to clinic sessions; access to information

Key worker: Tutor (in conjunction where appropriate with EWO, PRU/student support services, youth worker, 'care worker').

Careers Adviser objectives:

1. Ensure all Year 10 and Year 11 pupils know who their Careers Adviser is and understand his/her role.
2. Ensure all KS4 tutors know who the school Careers Adviser is and understand his/her role.
3. Ensure referral system is embedded:
   - tutors understand when and how to refer to the Careers Adviser;
   - referral process is written into partnership agreement;
   - understanding the referral process is an objective for tutor INSET;
   - communication between tutors and Careers Adviser is an agenda item on Year 10 and Year 11 team meetings.
4. Ensure each pupil has access to a group session, the topic to be decided in discussion with the careers co-ordinator (e.g. JIIG-CAL, work experience, occupational group-work, post-16 options). Learning objectives to be agreed with the careers co-ordinator. One objective for the group must be to identify students who are unclear, unfocused or unrealistic and who may need an individual interview.
5. Provide individual guidance to those who need it.
6. Integrate individual guidance into PLP/Progress File/RoA processes – i.e. based on previous guidance and action planning and fed back into the process.
7. Follow up and provide feedback to key workers.
8. Provide clinic sessions at appropriate times in school year in negotiation with the careers co-ordinator.

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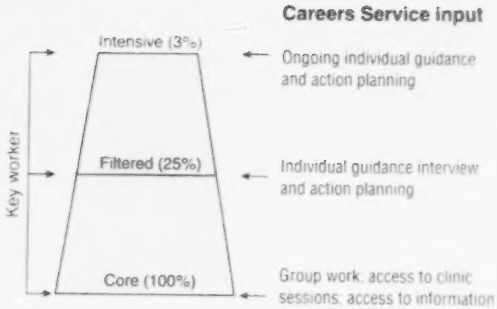
FULL-TIME POST-16 STUDENTS

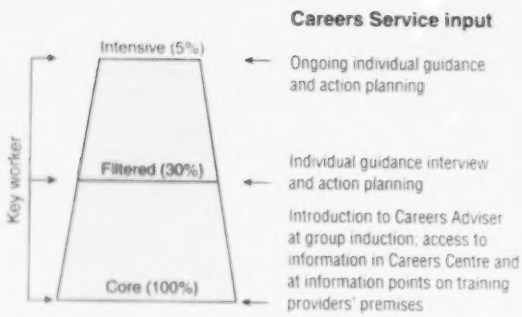

Careers Service input
Intensive (3%)
Ongoing individual guidance and action planning
Key worker
Filtered (25%)
Individual guidance interview and action planning
Core (100%)
Group work; access to clinic sessions; access to information

Key worker: Tutor (in consultation, where appropriate, with student services, youth worker, probation officer, etc.).

Careers Adviser objectives:

1. Ensure all students know who the Careers Adviser/s is and understand his/her role.
2. Ensure all tutors and relevant staff know who the school/college Careers Adviser is and understand his/her role.
3. Ensure referral system is embedded:
   - tutors understand when and how to refer to the Careers Adviser;
   - referral process is written into partnership agreement;
   - understanding when and how to use referral is an objective for tutor INSET;
   - communication between tutors and Careers Adviser is an item on relevant agendas.
4. Ensure each year 12 one-year student has access to a group session, the topic to be decided in discussion with the careers co-ordinator. Learning objectives to be agreed with careers co-ordinator. One objective for the group must be to identify students who are unclear, unfocused and may need an individual interview.
5. Provide individual guidance to those who need it.
6. Integrate individual guidance into Progress File/RoA/NRA process – i.e. based on previous guidance and action planning and fed back into the process.
7. Follow up and provide feedback to key workers.
8. Provide clinic sessions at appropriate times in school/college year in negotiation with the careers co-ordinator.

WORK-BASED TRAINEES


Careers Service input
Intensive (5%)
Ongoing individual guidance and action planning
Key worker
Filtered (30%)
Individual guidance interview and action planning
Introduction to Careers Adviser at group induction; access to information in Careers Centre and at information points on training providers' premises
Core (100%)

Key worker: Training provider or placement supervisor (in consultation, where appropriate, with youth worker, probation officer, etc.).

Careers Adviser objectives:

1. Ensure all trainees know who their Careers Adviser is and understand his/her role.
2. Ensure all training provider staff and work placement supervisors know who their Careers Adviser is and understand his/her role.
3. Ensure referral system is embedded:
   - training providers understand when and how to refer to the Careers Adviser;
   - referral process written into service-level agreement.
4. Provide individual guidance to those who need it.
5. Integrate individual guidance into Progress File/NRA process – i.e. based on previous guidance and action planning and fed back into the process.
6. Provide follow up and feedback to key workers.

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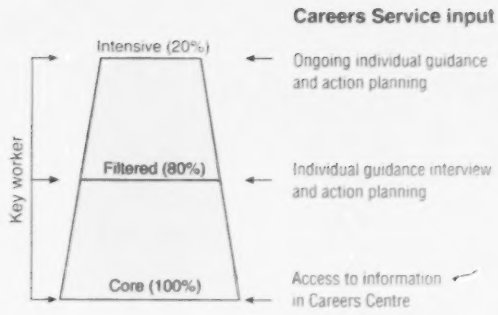
UNEMPLOYED YOUNG PEOPLE

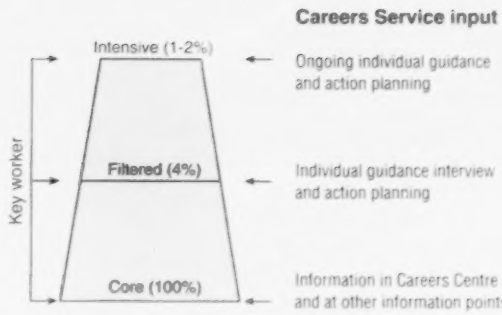


Key worker: New Deal personal adviser, Gateway personal adviser, employment adviser, careers adviser, youth worker, probation officer, social worker, voluntary sector worker.

Careers Adviser objectives:

1. Ensure that individual school and college leavers are followed up and receive appropriate guidance until settled into a successful opportunity.
2. Ensure that they are aware of all potential opportunity providers and act as an advocate where appropriate to facilitate successful placement.
3. Ensure referral from employment adviser is embedded and that colleagues know when and how to refer to Careers Adviser.
4. Provide individual guidance to those who need it.
5. Ensure familiarity with all other support networks and be able to make and accept appropriate referrals.
6. Participate in jointly planned activities with partner organisation supporting the unemployed.

EMPLOYED YOUNG PEOPLE

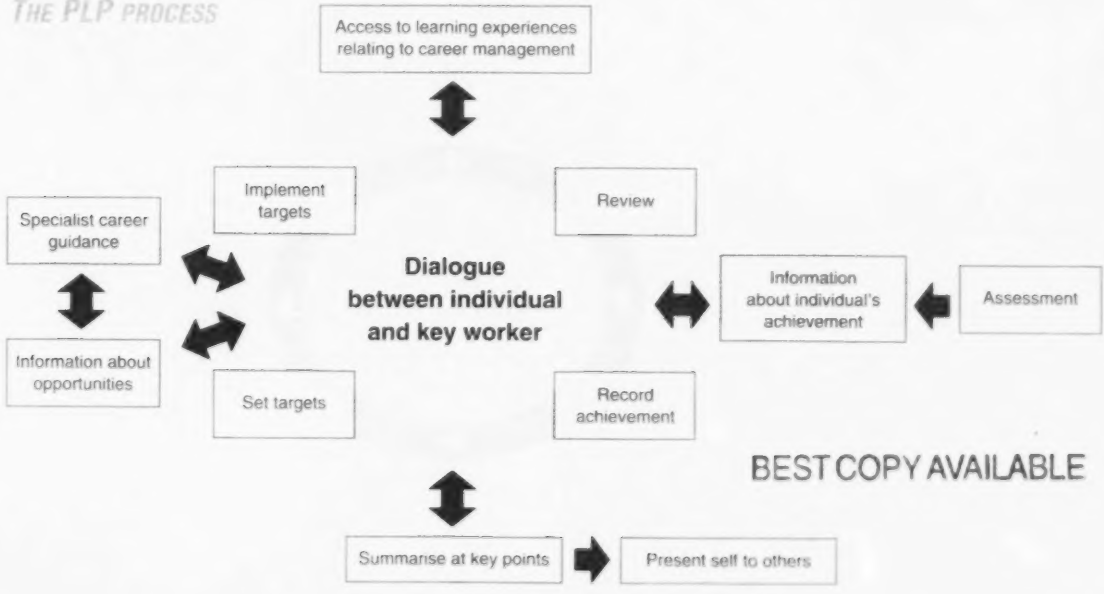

Careers Service input
Intensive (1-2%)
Ongoing individual guidance and action planning
Key worker
Filtered (4%)
Individual guidance interview and action planning
Core (100%)
Information in Careers Centre and at other information points

Key worker: Employer, training manager, personnel manager, supervisor/line manager.

Careers Adviser objectives:

1. Ensure that all young people in employment are aware that they can continue to access the services of the Careers Service.
2. Ensure that employers are made aware of the role of Careers Advisers in helping them and their employees to access appropriate training provision.
3. Provide ongoing support and advocacy for individuals who wish to engage in training and time off for study.
4. Provide individual guidance to those who need it.
5. Integrate guidance into Progress File/RoA and into employers' own training and development programmes where appropriate.
6. Provide follow up and feedback to key workers.

THE PLP PROCESS



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